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other and to coöperate more fully than would otherwise be probable. This expository material will have another purpose,—that of indicating outstanding differences of opinion and program in order that these differences may be systematically stated for purposes of analysis and discussion.

To aid in the discovery and assessment of these experiments, the National Council has in preparation a list of *Key Men and Women* who will be appointed in the various states to represent the National Council in its efforts to collect useful information and then to give currency to it. While this organization seems to represent all the elements out of which the best development of the social studies must proceed, the most useful work will be done only with the coöperation of teachers and investigators in all parts of the country to the end that lost motion and useless repetition may be eliminated and that mutually strengthening experiments may be pressed forward.

Persons who are interested in the wholesome development of the social studies, whether teachers or others, and if teachers, whether teachers of the social subjects or of some other subjects, are urged to communicate at the earliest convenient moment with the secretary of the National Council, Edgar Dawson, 671 Park Avenue, New York City.

THE RELATION, IN VISUAL EDUCATION, OF MOTION PICTURES TO MAPS AND CHARTS

THE RESULT of an interesting recent investigation is reported by A. J. Nystrom & Co., map publishers. The increase in confidence in the visual element in education had brought up the question of whether or not there would be a conflict between motion pictures and stereopticons on the one hand, and maps, globes and charts on the other. The result of the investigation disclosed that visual education devices have not adversely affected the sale of maps, globes and charts. The latter are accepted, as they should be, not only as a primary aid in implanting visual impressions of basic relationships in geography, history and biology, but also in utilizing the strong memory value of muscular action. The child can be sent to the map to point out various things, and maps, globes and charts, including blackboard and desk outline maps, are peculiarly suited to the project method in teaching.

The superintendent of visual education in one of the largest cities in America, told the Nystrom Com-

pany that he does not introduce motion pictures into a course until a very thorough ground work has been established in the pupil's minds. He depends upon maps, globes and charts to implant a broad understanding of basic relationships, and the significance of what is to be shown through stereopticon and motion picture devices, before introducing the latter.

The distribution of the publications of the Nystrom Company and their English connection, W. & A. K. Johnston, Ltd., throughout the English speaking world, brought to light an interesting commentary on visual education from China. This is also regarded as an example of how observers working in widely separated times and places, will arrive at the same conclusion. For centuries there has been a statement in the Chinese philosophy that "to see once is better than to hear ten times."

HIGH SCHOOL LIBRARIES

By L. R. WILSON

Librarian, University of North Carolina

ARE NORTH CAROLINA SCHOOLS, particularly North Carolina high schools, placing sufficient emphasis on the use of books on the part of high school pupils? Are they supporting the curriculum with well selected, fairly extensive collections of reference books and collateral readings? Are they teaching the pupils how to avail themselves of the information contained in books?

In order to secure information in answer to these questions I have recently submitted questionnaires to all the white schools of one of the most progressive counties in the State, and to one hundred members of the Freshman class in English in the University. While the answers given can in no sense give complete information, they none the less are highly suggestive and are herewith passed on for the consideration of North Carolina school officials.

The county questionnaire covered 70 schools of which 46 were of 7 grades or less, and 24 were of from 8 to 11 grades. The total enrollment for the year was 7,333 and the total amount raised in 1921-22 for providing books and other library material was \$743.15, or 10 cents per pupil.

Of the 70 schools, 62 had libraries containing a total of 8975 volumes. Eight had none. Of the 62 having libraries, only 25 were open in summer, the other 37 being closed for six months in the year. Twenty of the 70 possess an encyclopedia, 27 an unabridged dictionary, and 15 regularly receive newspapers and magazines. Twelve borrowed books and package libraries